

Lamphey Primary School



Ysgol Gynradd Llandyfai

**Strategic Equality
and
Disability Access Plan**

Adopted:
October 2019
Review every 3 years (Access & Disability Plans – annually)
Next Review April 2020

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1. Our Distinctive Character, priorities and Aims

1.1 School values

Children First

At Lamphey Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Lamphey Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

Lamphey Primary School is situated in Lamphey Village, approximately 2 miles to the east of Pembroke. It was built in 1910, and has been remodelled with additional classrooms since 1967. It caters for pupils in the village and outlying districts and also from the towns of Pembrokeshire Pembroke Dock. Around 82% of pupils come from outside the catchments area. Approximately half of the pupils live in a rural setting.

This is an economically advantaged area with less than eight percent of pupils entitled to free school meals, which is below the local authority and all-Wales average. The rate of pupil mobility is low, and many pupils' parents are from professional backgrounds.

Currently there are 198 full-time equivalent pupils on roll, between the ages of three and 11 years. Children are accepted into the Nursery class on a part-time basis in the September immediately following their third birthday.

The majority of pupils come from homes where English is spoken as a first language. Less than two percent come from homes where Welsh is spoken at home. Nearly all pupils are of white British ethnicity.

Less than eight percent of pupils are designated as having additional learning needs, and less than two percent of pupils have a statement of special educational needs.

April 2020

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our SEP and Equality Objectives are set in the light of:

- The regional equality objectives identified in **Appendix 1**;
- views expressed by stakeholders that have been involved in the development of the scheme;
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls;

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.10) and Appendix 2**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware of

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- pupil attainment and progress data relating to some of the different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution;
- records of bullying and harassment on the grounds of any equality issue;
- target setting, the Governing Body may set different targets for different characteristics if this is considered necessary and appropriate.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Feedback from parental questionnaire, parents evenings and parent consultation meetings;
Feedback from staff surveys and staff meetings;
Feedback from the School Council, PSE lessons;

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they will influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

1. Improve the participation and engagement of different groups of parents and communities.
2. Improve awareness of anti-bullying procedures and monitor of identified based bullying.
3. Ensure all pupils are given the opportunity to make a positive contribution to the life of the school.
4. Raise awareness of equality and diversity issues between parents, staff and governors.

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus will be revised to include a reference to the SEP and the values underpinning it (Summer Term 2020).

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;

We will undertake a full review of our SEP by September 2016.

Lamphey Primary School

Strategic Equality Plan 2019 – 2022
Equality Objectives and Action Plan

Equality Objective 1.				
Improve the participation and engagement of different groups of parents and communities in school				
Our Research:				
<i>Parental and community engagement has a positive impact on the learning and well-being of students</i>				
Information from Engagement:				
1. Parental involvement in children’s education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.				
2. The quality and content of fathers’ involvement matter more for children’s outcomes than the quantity of time fathers spend with their children.				
3 Family learning can also provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in helping their child at home.				
4. The attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children’s education.				
Data Development:				
Record and evaluate attendance forms.				
This objective will be judged to be successful if...				
<ul style="list-style-type: none"> • Increase in the number of parents and careers who attend planned workshops over time. 				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Plan and deliver a number of workshops throughout the academic year.	Mr Thomas/Mrs M. Thomas	Sept 2019	On-going

1.2	Monitor and evaluate parent and community engagement through evaluation of events and registers of attendance.	Mr Thomas	Ongoing	On-going
1.3	Review all parental workshops on an annual basis, listening to the community and altering the sessions accordingly.	Administration Officer/Class teacher	Annually	On-going

Equality Objective 2*Improve awareness of anti-bullying procedures and monitor instances of identity based bullying***Our Research:***The Annual Bullying Survey 2018: UK Bullying Statistics 2018 found a range of identity based bullying in schools and colleges across the UK. Examples included, 22% of young people have bullied another person, 22% of young people have witnessed somebody else being bullied, 2% have bullied somebody***Information from Engagement:***Some parents responded through the questionnaires that they were not fully aware of the school's anti-bullying procedures. Interview with School Council suggested that school's anti-bullying procedures could be improved and pupils needed to be more **aware** of what constituted bullying.***Data Development:***Continue to record and investigate the perceived acts of bullying and report when appropriate to the Local Authority.***This objective will be judged to be successful if...**

- **To ensure pupils and parents are aware of what constitutes bullying**
- **Systems follow procedure which continue to recognise, report and deal with identity based bullying**
- **That work to educate and engage with pupils has reduced the prevalence of bullying incidents.**

Actions:

	Description	Responsibility	Start date	End date
2.1	Update the anti-bullying policy and practice as WAG guidance	Headteacher & Governors	April 2020	On-going
2.2	Arrange a programme of assemblies and lessons (PSE) to develop understanding of the identification and impact of bullying.	Headteacher & Class teachers	October 2019	On-going
2.3	Ensure all parents are aware of our anti-bullying procedures. Use letters and Website to raise awareness	Headteacher & Admin	On-going	On-going
2.4	School Council to run an awareness raising campaign explaining what a bully is and what impact bullying has	School Council, Mrs N Williams	On-going	On-going

Equality Objective 3*Ensure all pupils are given the opportunity to make a positive contribution to the life of the school.***Our Research:****All identified groups are invited to participate and contribute to the life of the school. This is monitored and recorded.****Information from Engagement:***Pupils with protected characteristics will be co-opted onto the School Council to ensure that their opinions are heard.***Data Development:***Representation of various groups on School Council.***This objective will be judged to be successful if...**

- ***All pupils feel that their views are valued and acted upon.***

Actions:

	Description	Responsibility	Start date	End date
3.1	Representation of various groups on the School Council is monitored	Mrs N Williams	On-going	On-going
3.2	Pupils with the protected characteristics are invited to be co-opted onto the School Council	Mrs N. Williams	On-going	On-going
3.3	Views of pupils with protected characteristics feed into development and action plans	Headteacher & Miss N Teague	On-going	On-going

Equality Objective 4*Raise awareness of equality and diversity issues with pupils, staff and Governors***Our Research:***Statutory guidance on the Public Sector Equality Duties states that ‘a body in Wales (including all schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.’ In the school context we wish to extend this to include pupils and Governors.***Information from Engagement:***All stakeholders must have an appropriate knowledge and understanding of equality and diversity issues of pupils, parents, governors and staff in the school.***Data Development:***Learning walks, and lesson observations will be used to collect data on equality and diversity.***This objective will be judged to be successful if...**

- ***Increased awareness of equality and diversity issues with pupils, staff and Governors.***

Actions:

	Description	Responsibility	Start date	End date
4.1	Continue to ensure that displays in classrooms and corridors promote diversity and equality	All staff	October 2019	On-going
4.2	All staff attend appropriate school-based inset training	Headteacher & SMT	November 2019	On-going
4.3	Ensure that when appropriate lesson materials, and reading and books promote diversity for race, gender and ethnicity	Class teachers	October 2019	On-going
4.4	Governors are invited to appropriate training as identified by the school and LA.	Headteacher	On-going	On-going
4.5	Parents are informed of the school’s values on diversity and equality through social media, webpage and newsletters.	Headteacher	On-going	On-going

<p>used if required. Risk assessments are carried out for chosen trip locations.</p> <ul style="list-style-type: none"> • Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children. 	<p>Follow Teaching & Learning Policy. Staff to differentiate to accommodate all capabilities.</p>	<p>All staff</p>			
<p>Medium Term (2 Years)</p> <p>Comprehensive monitoring of pupils and their needs to ensure profession is provided at the appropriate level as identified.</p>	<p>Specific needs of pupils identified and curriculum adapted to ensure participation for pupils</p>	<p>ALNCo Headteacher ALN Governor</p>	<p>Nil</p>	<p>IEP's Headteachers Report to Governing Body</p>	
<p>Long Term (3 Years)</p> <p>Comprehensive monitoring of pupils and their needs to ensure profession is provided at the appropriate level as identified.</p>	<p>Specific needs of pupils identified and curriculum adapted to ensure participation for pupils</p>	<p>ALNCo Headteacher ALN Governor</p>	<p>Nil</p>	<p>IEP's Headteachers Report to Governing Body</p>	

SCHOOL ACCESSIBILITY PLAN 2019 - 2022

SCHOOL : Lamphey Primary School

COMPLETED BY :

DATE :

ACCESSIBILITY PLAN OUTCOME – PART B

Improving the physical environment of schools to increase the extent to which disabled people can take advantage of education and associated services in schools

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
Short Term (1 Year) Ensure that – <ol style="list-style-type: none"> 1. Corridors remain uncluttered. 2. No dark areas in the corridors. 3. Door guards and soft closers are maintained. 4. All exits and entrances are suitable for wheelchair access. 5. Contrasts colours continue to highlight entrance and exits and corridors . 6. Toilet facilities clearly marked and only used as identified purpose. 7. Furniture 	<p>To monitor and ensure any areas identified are resolved immediately.</p>	<p>ALNCo Headteacher ALN Governor</p>	<p>Nil</p>	<p>ALNCo to monitor and feedback to Headteacher and Governors.</p>	

<p>continues to be appropriate for the needs of all pupils.</p> <p>Trip hazard identified in Reception yard.</p> <p>Trip hazard from ramp leading from the portacabin.</p>	<p>Infill required</p> <p>Needs to be addressed during building work.</p>		<p>£50</p> <p>LEA</p>		
<p>Medium Term (2 Years)</p> <p>Ensure that –</p> <ol style="list-style-type: none"> 1. Corridors remain uncluttered. 2. No dark areas in the corridors. 3. Door guards and soft closers are maintained. 4. All exits and entrances are suitable for wheelchair access. 5. Contrasts colours continue to highlight entrance and exits and corridors . 6. Toilet facilities clearly marked and only used as identified purpose. 7. Furniture continues to be appropriate for the needs of all pupils. 	<p>To monitor and ensure any areas identified are resolved immediately.</p>	<p>ALNCo Headteacher ALN Governor</p>	<p>Nil</p>	<p>ALNCo to monitor and feedback to Headteacher and Governors.</p>	
<p>Long Term (3 Years)</p> <p>Ensure that –</p> <ol style="list-style-type: none"> 1. Corridors remain uncluttered. 2. No dark areas in the corridors. 3. Door guards and soft closers are 	<p>To monitor and ensure any areas identified are</p>		<p>Nil</p>	<p>ALNCo to monitor and feedback to Headteacher and Governors.</p>	

<p>maintained.</p> <p>4. All exits and entrances are suitable for wheelchair access.</p> <p>5. Contrasts colours continue to highlight entrance and exits and corridors .</p> <p>6. Toilet facilities clearly marked and only used as identified purpose.</p> <p>7. Furniture continues to be appropriate for the needs of all pupils.</p>	<p>resolved immediately.</p>				
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SCHOOL ACCESSIBILITY PLAN 2019 - 2022

SCHOOL : Lamphey Primary School

COMPLETED BY :

DATE :

ACCESSIBILITY PLAN OUTCOME – PART C

Improving the delivery to disabled pupils of written information provided to pupils who are not disabled

1. Activities	2. Success Criteria	3. Responsibility	5. Cost £	6. Monitoring	7. Evaluation
<i>What specific tasks do we plan to undertake to achieve our planned outcome?</i>	<i>How will we know whether we have achieved our target?</i>	<i>Who, Where</i>		<i>What evidence will be gathered? Who will collect it and how?</i>	<i>How effective is the action?</i>
<p>Short Term (1 Year)</p> <ul style="list-style-type: none"> • Disability Equality Scheme and Action Plan reviewed and revised • Presented to Governors for adoption • Disability Equality Scheme and Action Plan discussed and distributed to staff • Review Anti-bullying policy to ensure compliance with Disability Equality Scheme • Involvement of Stake Holders e.g. wheelchair access audit 	<p>Minuted in Governing Body meetings</p> <p>Staff and Governors aware of policy</p> <p>Commitment of staff and Governors to ensure accessibility for all</p>	<p>ALNCo Headteacher ALN Governor</p>		<p>ALNCo to monitor and feedback to Headteacher and Governors.</p>	

<p>Medium Term (2 Years)</p> <ul style="list-style-type: none"> • Review of Action Plan and general practice • Update if necessary • Review of general school policies to ensure that curriculum and ethos of the school promotes positive attitudes to disabilities 	<p>Minuted in Governing Body meetings</p> <p>A developing awareness by pupils of issues around disabilities</p>	<p>ALNCo Headteacher ALN Governor</p>		<p>ALNCo to monitor and feedback to Headteacher and Governors.</p>	
<p>Long Term (3 Years)</p> <ul style="list-style-type: none"> • Review of Action Plan and general practice. • Update if necessary • Review of curriculum policies to ensure that curriculum and ethos of the school promotes positive attitudes to disabilities 	<p>Minuted in Governing Body meetings</p> <p>A positive and proactive attitude shown by staff, governors and pupils in creating an inclusive learning community at Lamphey School</p>	<p>ALNCo Headteacher ALN Governor</p>		<p>ALNCo to monitor and feedback to Headteacher and Governors.</p>	